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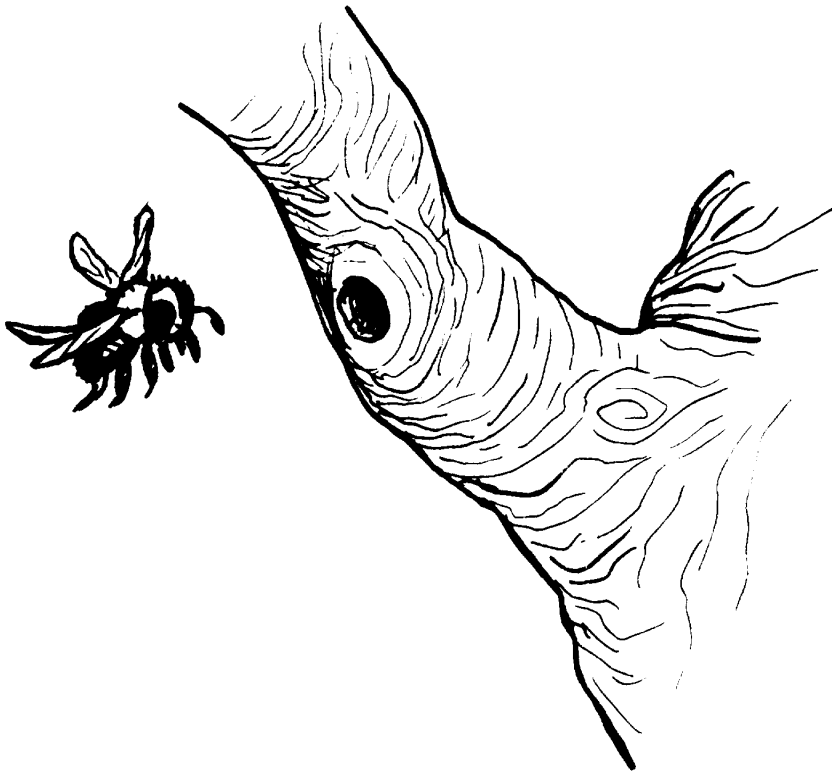

Ministry of Scientific Research and Innovation

Àŋwà'ànə̀ Nɨlèèseŋ nɨ Nɨghàà nɨ Bɨfɨ̀ɨ̀
1.1

Bafut Science and Citizenship Anthology
Class 1, Book 1

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Title in English: Bafut Sweet Nectar Book

Genre: Literacy

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Text:

This is Neba. Neba is boy. This is Siri. Siri is a girl. This is Tangyie. Tangyie is a man. This is Bi. Bi is a woman. Bi is Tangyie's wife. Tangyie is Bi's husband. Tangyie is the father of Neba and Siri. Bi is the mother of Neba and Siri. They are a family.

Oral Comprehension Questions:

1. Name all the names you have heard in this story.
2. What sex is Neba?
3. What sex is Siri?
4. Whose children are Neba and Siri?
5. Whose father is Tangyie?
6. Who is Bi?
7. How many people are in the family?
8. Who are other members of a family? ? (aunts, uncles, cousins, grandparents etc.)
9. How many people are in your family?
10. How does your family care for you?
11. How do you care for your family?

7. What does your house look like?
8. How many doors does your house have? How many windows? How many walls?

A Family
Pages: 131-140

Subject:
Citizenship (Human Rights)

Content Objectives:
The pupils will be able to:

- identify their nuclear and extended family members.
- acquaint themselves with the knowledge of their home and family, both nuclear and extended.

Ɨtu ɨnnù

Preface 6

Schedule for Weekly Instruction 8

M̀bə mə twoŋə̀ àŋwà'ànə̀! 15

Nàà mɨtsə'ə̀ 23

Nj̀ì Ǹjoo jì Bù'ù 31

Ǹyə̀'ə̂ 37

Ǹkwɛ̀tə aa mbə annù nɨdorə̀! 46

Bi səgə? 52

A tswê àkə̀ ghu mumə? 62

Ŋù ǹtsɨ̀m à tswe nɨ ǹlɨ̀gɨ̀nə njɨ̂ 78

A ajaŋ mə bì'i bɛ nnaà ji'i aà 86

Ǹjoo jɨ̀i mə ɨ̀tɨ̀ jɨ̂ bè ɨ lɔ̀ɔ̀ aà 96

Mə tswe aa fàa ndâ 105

Bo bə aà ŋgwɛ̀'ɛ̀ 114

English Translation of the Stories 123

Preface

This book is the first in a five series of anthologies for junior primer pupils of the Bafut language. The orthography conforms to the guidelines for General Alphabet for Cameroon Languages as adopted by the National Committee for the unification and harmonization of the alphabets of Cameroon languages. In alignment with the national curriculum, the stories are based on content subject matter for the instruction of science, hygiene, civics, and moral values. The lesson formats adhere to the requisite "Seven Stages of Lesson Development".

This integrated, leveled curriculum employs a whole language methodology for the teaching of reading, which focuses on comprehension of whole texts. Phonics is another vital component of reading instruction. Accordingly, it is expected that the curriculum will be used in conjunction with the Bafut primer series, which focuses on the phonetic decoding of words. The use of both the leveled content readers and the phonics primers create a balanced literacy approach and thus employ the most effective instructional strategies for the teaching reading. Reading comprehension is a vital component of the curriculum. The questioning strategies are designed to promote higher levels of comprehension and reasoning skills (predicting, applying, analyzing, summarizing, inferring and evaluating).

The United Nations has championed mother tongue education for children of minority language groups. In 1953, UNESCO declared that every citizen has the right to participate in social, economic, political and educational processes in his or her mother tongue. This right was subsequently upheld by the United Nations in 1966 as Article 27 of the "International Agreement on Civil and Political Rights" (Akinnaso 1993). Mother tongue education has repeatedly been shown to be important psychologically since it enhances personal worth through

Content Objectives:

The pupils will be able to:

- greet people at home and at school using their names.
- acquaint themselves with the knowledge of their home.

Text:

Good morning! My name is Mbo. I live in this house. This is the roof. This is the door. This is the floor. These are the walls. These are the windows. This is my house!

Oral Comprehension Questions:

1. What is the girl's name?
2. How did she greet?
3. Why is it important to greet?
4. Who lives in the house?
5. What elements make up the house?
6. What might be inside the house?

Oral Comprehension Questions:

1. What three things do plants need to grow?
2. What might birds do to the plants' seeds?
3. How do we keep birds from eating the seeds?
4. What might weeds do to the plants?
5. How do we keep weeds from choking the plants?
6. What might insects do to the plants?
7. How can we keep insects from eating the plants?
8. Do you know of other ways to help plants grow?

My House
Pages: 122-130

Subject:
Citizenship (Civics)

validation of the learner's language and culture. It has also been shown pedagogically effective; learners allowed to begin education in their own language quickly grasp the foundational concepts of reading, writing, and numeracy and are more likely to be successful when later they transfer to classrooms where instruction is provided in a second language. The World Bank made the following statement in support of bilingual literacy:

> From a purely educational point of view, it now appears demonstrably clear that in the early primary years it is advisable to use mother tongues as instructional languages, even if the ultimate aim is to educate children in the national language. (Sanou 1990:76)

Another benefit of mother-tongue education—cultural preservation—was reaffirmed by the International Conference on Education (Geneva 1992), whose final report included a statement concerning "the right of individuals and various ethnic groups to preserve their cultural identity, of which their language is one of the most important vehicles." (ICE 1992:4). It is therefore appropriate to provide the Bafut language speakers with the opportunity to learn to read and write in their own language.

The Bafut curriculum, written in tandem with mother tongue speakers, has been carefully designed to make the learning process as easy and as culturally relevant as possible. It is hoped that this curriculum may not only teach young children to read their own language, and thereby improve their academic progress as they learn the national languages, but also contribute to the preservation of the rich linguistic and cultural heritage of Cameroon.

Special thanks are given to the Bafut Language Development Committee.

Schedule for Weekly Instruction for Integrated Reading

MONDAY: Introduction of the Weekly Story

Objective
On Mondays the children will focus on comprehension of the whole text.

Preparation
Read the new story for the week and the comprehension questions. Before school be sure to have a copy of the book for every child.

Lesson Notes
Revison
Talk about the theme of the story they read last week. Ask them to tell what they learned.

Problem
Explain that they will read a new story this week and that they need to focus the story so that they will be able to answer the quesitons.

Hypothesis
Introduce the theme of the story by talking with the children about the topic. Have them guess what the story will be about.

Research
Give a book to every child and have them find the story for the week. Before reading each page, look at and talk about each picture.

Analysis
Read the story to the children. Encourage them to read along by pointing to the words with their fingers. Ask them if their predications about the story were correct.

Content Objectives:
The pupils will be able to:

- care for plants and animals.
- develop an awareness and appreciation of plants.
- develop an interest in the growing of vegetables and flowers.
- develop skills in the conservation and protection of plants.
- identify harmful insects.

Text:

Plants need good soil. But plants don't need weeds! Plants need sunlight. But plants don't need birds! Plants need water. But plants don't need grasshoppers! Plants need good soil, sunlight, and water.

Text:

We care for chickens. We care for goats. We care for sheep. We care for dogs. We care for cats. We care for birds. We care for cattle. We care for ducks. We care for pigs. We care for animals.

Oral Comprehension Questions:

1. How do we care for each of the animals?
2. Where do each of the animals live and what do they eat?
3. What animals does your family care for?
4. What shouldn't we do to animals?
5. Act like the animal your teacher names.

What Plants Need
Pages: 112-121

Subjects:
Citizenship (Moral Education)
Science (Environmental Education)

Synthesis
Read the story to the children again. Encourage them to read along by pointing to the words with their fingers.

Evaluation
Orally ask the comprehension questions and have the children talk about the answers. They may need to look at the correct page in the book to formulate their answers.

TUESDAY: Sentences

Objective
On Tuesdays the children will focus on sentence structure.

Preparation
For teaching using the Literacy Ladder:

Before the school day begins, write two sentences from the story onto cardboard strips. You will need to have your scissors with you in class.

For teaching using the Blackboard:

Before the school day begins, write the words for two of the sentences out of order. Be sure the first word of each sentence is written with a capital letter and that there is a full stop at the end of each sentence.

Lesson Notes
Revision
Read the story to the children. Encourage them to read along by pointing to the words with their fingers.

Problem
Explain that they will mix up the words from two of the sentences from the story and then they will need to put the words in the correct order again.

Analysis
For teaching using the Literacy Ladder:

Ask who can read the first word of the first sentence. Cut that word off from the rest of the sentence. Let the child who read the word come up, read it, and hold it for the class to see. Repeat this procedure with every word in the sentence. Once all words are being held by children in the front of the classroom, ask the class to read the entire sentence once.

For teaching using the Blackboard:

Ask individual children to look at the mixed-up sentence and identify the words in the correct order. Correctly write the sentence as the children dictate the words in the correct order. Once the sentence is written correctly, ask the children to read the entire sentence once.

Synthesis
For teaching using the Literacy Ladder

Take all of the words from the children and have them sit down. Put the words onto the literacy ladder in mixed order. Ask individuals to re-order the sentence one word at a time.

For teaching using the Blackboard

Ask individuals to read the sentences in the correct order.

Note: Follow the same procedures for the second sentence.

Evaluation
Point to words for the children to read in random order.

We Care for Animals
Pages: 101-111

Subjects:
Science: (Environmental Education)
Citizenship (Moral Education)

Content Objectives:
The pupils will be able to:

- state, appreciate and develop skills in animal care and protection.
- develop love of nature: animals.
- identify where animals live and eat.

Moral Value:
Responsibility (diligent, dependable)

"Work hard and cheerfully at whatever you do."

—Colossians 3:23

- state the kinds of foods and tell at what intervals they must

Text:

Everyone must eat. Everyone must eat to grow. Everyone must eat to be healthy. Everyone must eat to work. Everyone must eat to learn. Everyone must eat to play.

Oral Comprehension Questions:

1. Why does your body need food?
2. What would happen if someone did not eat enough food?
3. What would happen if someone ate too much food?
4. When should we eat food?
5. What foods do you like to eat?
6. What foods do you dislike?

WEDNESDAY: Word Recognition

Objective

On Wednesdays the children will use contextual cues to identify missing words.

Preparation

For teaching using the Literacy Ladder:

Before the school day begins, put the cardboard words from Tuesday's lesson on the literacy ladder in the correct order of the sentences. Take away two words from each sentence and place them on a lower rung of the ladder. Leave a space in the sentence where the words are missing. In order to make the activity more challenging, include an extra word that would not be correct.

For teaching using the Blackboard:

Before the school day begins, write two of the sentences from the story on the blackboard. Erase two words from each sentence. Draw a line in the space of the missing words. Write the deleted words in a box next to the sentences. In order to make the activity more challenging, include an extra word that would not be correct.

Lesson Notes

Revision

Hand out the books. Have the children take turns quietly reading the story to the child seated next to them.

Problem

Explain that the sentences are missing some of the words. Ask the children to help find the missing words.

Hypothesis
Using a pointer, read the sentences together stopping where a word is missing. Ask the children if they know which word is missing. Ask them to tell how they know. Do they know which letter the missing word begins with? If they are not able to identify the missing word, then they may look at the sentences in their books.

Analysis
Ask different children to find the missing words for each sentence from the list of words. Place or write the words in the correct space in the sentence. Ask them to tell why the extra word is incorrect.

Synthesis
Once all of the words have been replaced, read the sentences together. Don't forget to use a pointer!

Evaluation
Ask individuals to use the pointer to read the sentences.

3. Where does the spider lay its eggs? What do spiders eat?
4. Where does the chicken lay its eggs? What do birds eat?
5. Where does the fish lay its eggs? What do fish eat?
6. What are some other animals that hatch from eggs?
7. Why does an egg need to hatch in its own time by itself?

Everyone Must Eat
Pages: 93-100

Subject:
Science (Health Education)

Content Objectives:
The pupil will be able to:

- state the disadvantages of overfeeding and underfeeding.

Content Objectives:
The pupils will be able to:

- state, appreciate and develop skills in animal care and protection.
- develop love of nature: animals

Text:

Can you guess what is inside each egg? Here is an egg. What's inside? A chick is inside. Here is an egg. What's inside? A snake is inside. Here is an egg. What's inside? A spider is inside. Here is an egg. What's inside? A fish is inside. Here is an egg. What's inside? A lizard is inside. Here is an egg. What's inside? An insect is inside. Can you identify each of the eggs?

Oral Comprehension Questions:

1. What are the animals in the story that hatch from eggs?
2. How is each egg distinct? How is each egg similar?

THURSDAY: Syllables

Objective
On Thursdays the children will analyze words by breaking them into syllables.

Preparation
For teaching using the Literacy Ladder:
Before the school day begins, write four multisyllabic words on cardboards. You will need scissors.

For teaching using the Blackboard:
Before the school day begins, write four multisyllabic words on the blackboard.

Lesson Notes
Revision
Hand out the books. Have the children take turns quietly reading the story to the child seated next to them.

Problem
Explain that the words need to be divided into syllables.

Hypothesis
Read the words and ask the children to hypothesize by showing on their fingers the number of syllable breaks of each word.

Research
Together, read and analyze the list of words. Have the children clap while reading each syllable. Don't forget to use the pointer! Ask them if their hypotheses were correct.

Analysis
For teaching using the Literacy Ladder:

Have individuals read each word and indicate where you should cut the words into syllables. Place the syllables in order on the ladder.

For teaching using the Blackboard:

Ask the children to tell you the syllables for each word. Write each syllable.

Synthesis
Read the words with pauses between syllables. Then read the words quickly without syllable breaks. Don't forget to use a pointer!

Evaluation
Call on individuals to read and clap the words with syllable breaks.

****

FRIDAY: Activity

Choose an activity to do from the possible unit activities in the Teacher's Guide. Follow the instructions.

Oral Comprehension Questions:

1. Show on your fingers how many dogs she saw.
2. Show on your fingers how many pigs she saw.
3. Show on your fingers how many chickens she saw.
4. Show on your fingers how many cows she saw.
5. Show on your fingers how many chicks she saw.
6. Why weren't there any baby chicks?
7. How many baby chicks do you think there will be when the eggs hatch?

What's Inside?
Pages 76-92

Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

How Many?
Pages: 65-75

Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

Content Objectives:
The pupils will be able to:

- state, appreciate and develop skills in animal care and protection.
- develop love of nature: animals

Text:

My name is To. I see many animals. I see one cow. I see two goats. I see three dogs. I see four pigs. I see five chickens. How many baby chicks do you see? I see zero baby chicks! The baby chicks haven't hatched yet!

Ǹbə mə̀ twoŋə̀ àŋwà'ànə̀!

mu yì m̀bɔrə̀

Text:

I help you. You help me. We help each other. Helping is fun!

Oral Comprehension Questions:

1. What does it mean to cooperate?
2. How do we help our friends?
3. How do we help our parents?
4. How do we help our brothers and sisters?
5. How do we help our families?
6. How do we help our teachers?
7. How do we help our communities?
8. Who else could we help?
9. Why do you think it is fun to help others?
10. Why do you think it is important to help others?
11. What are some ways that our community cooperates?
12. What might happen if we do not cooperate?

6. How is the way animals cry different than the way people talk?
7. Can you imitate the cry of different birds?

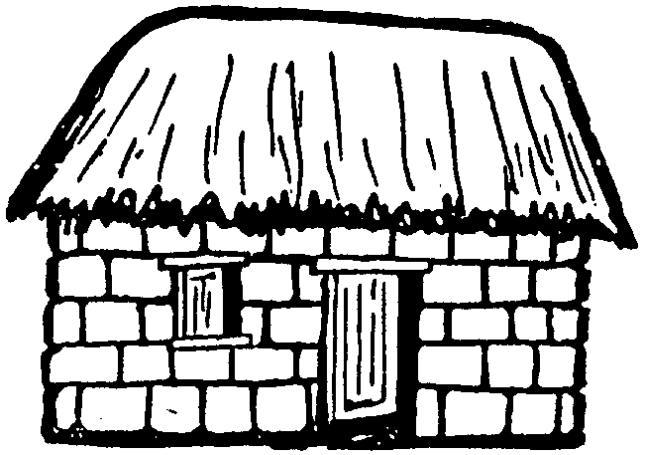
Helping is Fun!
Pages: 58-64

Subject:
Citizenship (Civics)

Content Objectives:
The pupils will be able to:

- please people by doing good things.
- inculcate virtues of obedience, honesty, truthfulness, and kindness.
- practice certain ethical values of the society: love, obedience, honesty, truthfulness.

"Help each other be loving and good."
—Hebrews 10:24



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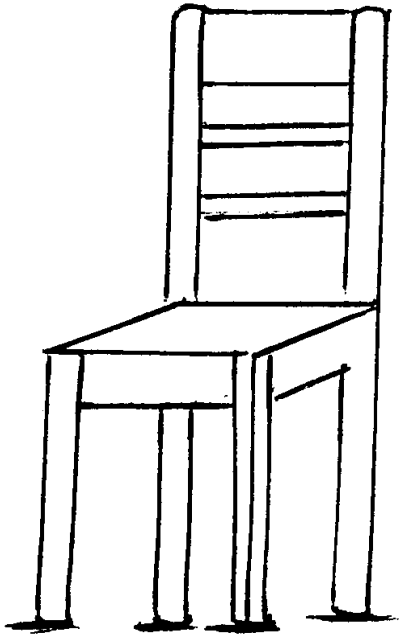

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Content Objectives:
The pupils will be able to:

- state, appreciate and develop skills in animal care and protection.
- develop love of nature: animals
- identify where animals live and eat.

Text:

Crying like a goat. Crying like a lion. Crying like a cat. Crying like a bird. Crying like a frog. Crying like a dog. Crying like a cow. Crying like a bat.

Oral Comprehension Questions:

1. What were the animals in the story?
2. How many animals were there?
3. Can you imitate the cry of the different animals?
4. Where do each of the animals live and what do they eat?
5. Are the cries of baby animals different than the cries of their parents? Demonstrate.

3. Which instruments make high sounds?
   Which instruments make low sounds?
   Which instruments make loud sounds?
   Which instruments make soft sounds?
4. What are other things make similar sounds?
5. What kind of musical instrument would you like to play?
6. Listen. What sounds do you hear right now?
7. How is hearing important?
8. If someone was not able to hear, how would they adapt so that he could communicate? What would he need to do to avoid danger?

Crying
Pages: 47-57

Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

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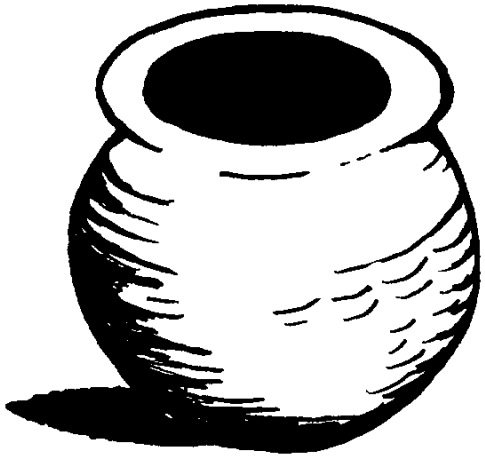

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Instrumental Sounds
Pages: 40-46

Subject:
Science (Health Education)

Content Objective:
The pupils will be able to:

- identify the five senses of the body and their uses (focus on hearing).

Text:

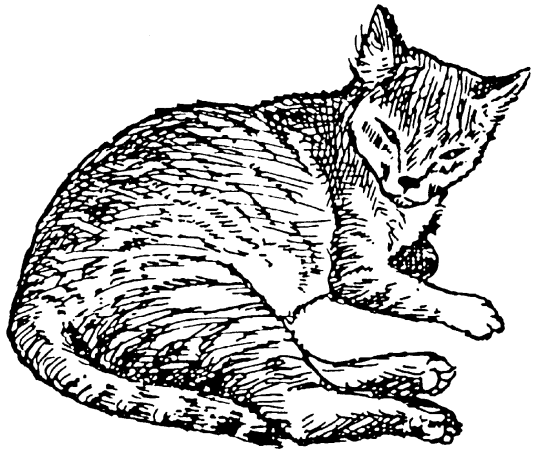
The sound of a bongo drum. The sound of a drum. The sound of a gong. The sound of a guitar.

Oral Comprehension Questions:

1. What instrumental sounds were mentioned in the story?
2. What are other musical instruments?

Ask the following questions:

- How many animals with four legs are there?
- How many animals with two legs are there?
- How many animals with zero legs are there?
- How many animals are there all together?
- How many animals with two legs and zero legs are there all together?
- How many more animals with four legs than two legs are there?
- How many less animals with two legs than zero legs are there?



bûsì

Ǹji'ì ànnù: J̌gàŋəŋwà'ànə ɨ ka yə mɨghàà mya mi nto'o ɨ zi.
Ǹji'ì ànnù: J̌gàŋəŋwà'ànə ɨ ka zi kwensə a tɨtɨ̀ɨ̂ ǹjoo jìi mə ɨ tswe ntɨ̀ɨ̀ bo bɨ ǹjoo jìi mə kaa ɨ sɨ́ ntɨ̀ɨ̀ tswê aà.

Ɨ̀betə a ŋkwi'i nɨ àtû.

1. Bì'inə̌ lèntə bɔɔ bì bɔrə aa mə akə ɛ?
2. A nda aa a tswe wo ɛ ?
3. Bɨ fà'a aa àkə̀ nɨ̂ àlə̀ŋ ɛ ?
4. Bɨ fà'a aa àkə̀ nɨ̂ àkaŋə nsì'i nu ɛ?
5. Bɨ fà'a aa àkə̀ nɨ̂ àntɔ̀ɔ̀ ǹsyɛ ɛ?
6. Bì̀bûsì bɨ fà'a aa àkə̀ ɛ ?

2. Make a graph on the chalkboard. Write the following headings on the graph and have the children state which thing goes in each category: four legs, two legs, zero legs. Draw a picture and write the word in the correct category. Analyze the graph together. (Don't forget to use a pointer!) Count the number of animals in each category.

Wild Animal Graph

	4 Legs	2 Legs	0 Legs
1	lizard	Hawk	snake
2			
3			
4			

Wild Animals
Pages 24-32

Subject:
Science (Environmental)
Citizenship (Moral Values)

Content Objectives:
The pupils will be able to:

- state, appreciate and develop skills in animal care and protection.
- develop love of nature: animals
- identify where animals live and eat.

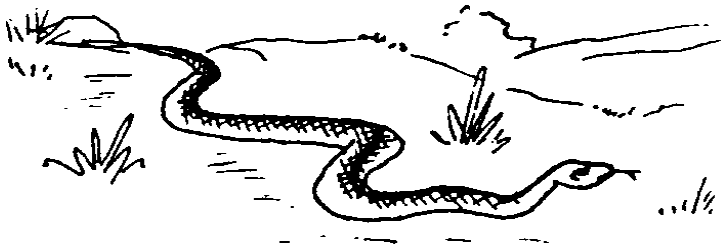
Text:

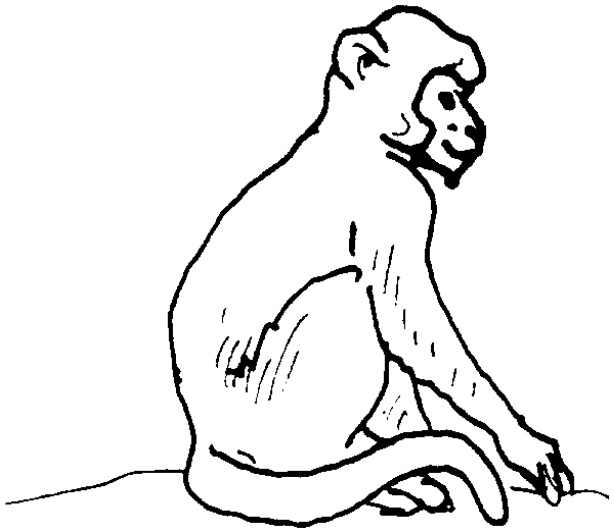
monkey	hawk	snake
lizard	hippopotamus	fish

Oral Comprehension Questions:

1. Discuss where each of the animal lives and what kind of food each eats.

Ǹnàà mɨtsə'ə̀





ŋ̀kàà

English Translation of the Stories

I Can Read!
Pages: 16-23

Content Objective:
The pupils will be able to:

- recognize the 6 words by sight.

Text:

baby	house	chair
pan	pot	cat

Oral Comprehension Questions:

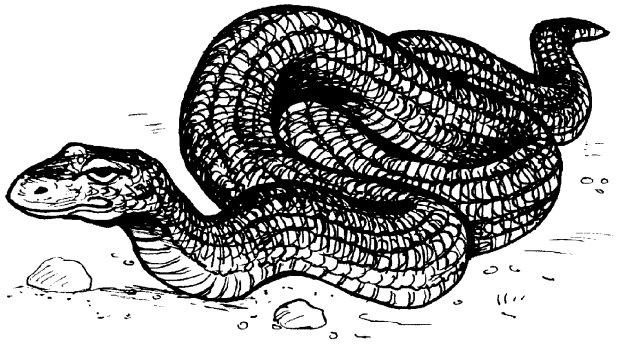
1. How do we care for babies?
2. Who lives in a house?
3. What is a chair used for?
4. What is a pan used for?
5. What is a clay pot used for?
6. What do cats do?

Subject:
Citizenship (Human Rights)

Ǹji'ì ànnù: Ŋ̀gàŋ̂əŋwà'ànə̀ ka zi annù nloŋ ŋgwè'è.
ɨ̀betə̀ a ŋkwi'i nɨ̀ àtû.

1. Twi mɨkum mìi mə ò yù'u fàa mûm ǹjyàlà'à aà.
2. Nìbà'à àa mûmàŋgyè kə̀ mûmbâŋnə̀ ɛ?
3. Sɨ̀rə̀ àa mûmbâŋnə̀ kə̀ mûmàŋgyè ɛ?
4. Nìbà'à bo Sɨ̀rə̀ bə̀ aa bɔɔ bɨ wo ɛ?
5. Tâŋgyɛ à bə̀ aa ta bɨ̀ wò ɛ?
6. Bè àa wò ɛ?
7. Bo tswe a ŋgwè'ɛ bo aa bi səgə?
8. Bə bî mɔ'ɔ a ŋgwè'ɛ bù aa bɨ̀ wò aa ɛ? (bɨ̀lə̂m buu, bɨ̀ləm bɨ taà ghùù, bɨ̀lòsə̀ bɨ maà buu, etc)
9. Bə̀ tswe a ŋgwè'ɛ bù aa bi səgə?
10. Bə̀ a ŋgwè'ɛ bù bɨ lèntə̀ nî gho aa mə akə?
11. O lèntə̀ nî ŋ̀gwè'è yò aa mə akə?

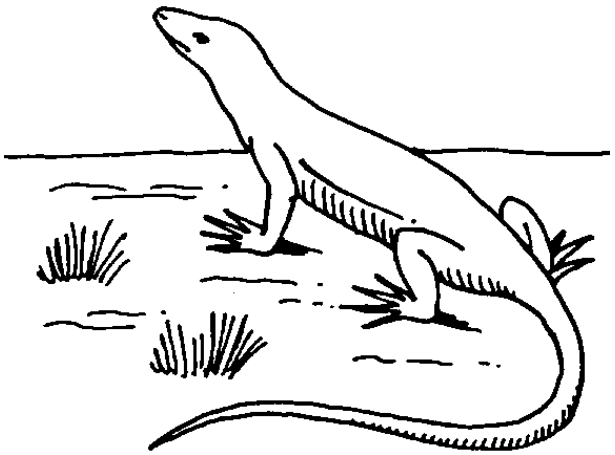
maghoo



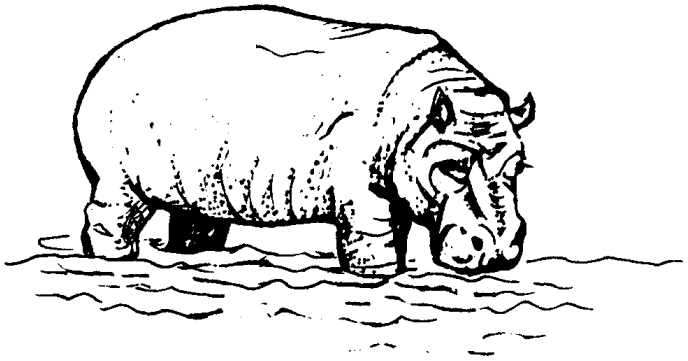
nô

Bo bə aa ŋgwɛ̀’ɛ̀.

Tâŋgyɛ à nɨ ta bɨ
Nɨbà'à bo Sɨrə. Bè à nɨ
ǹdè bɨ Nɨbà'à bo Sɨrə.

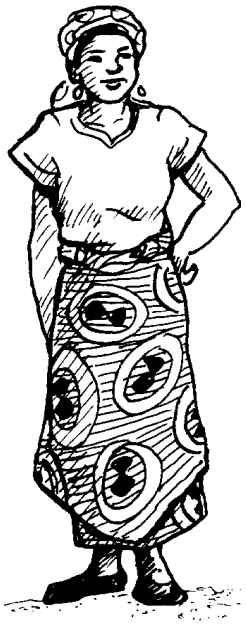


majùgə̂

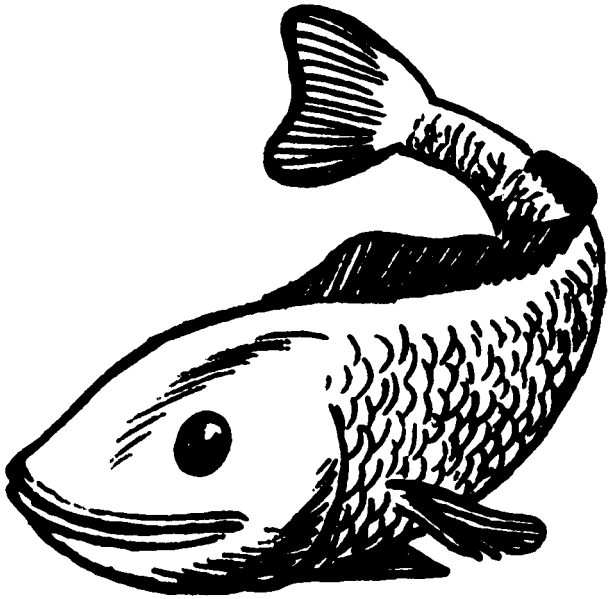


kwiŋyàm àkò

Bè à nɬ̂ ŋ̀gwɛ Tâŋgyɛ.
Tâŋgyɛ à nɬ̂ ǹdoo Bè.



Àa Bè à ghuà.
Bè à nɨ màŋgyɛ̀.



fɨ̀bwɛ̀

Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

Ǹji'ì ànnù: A nyəgə mɨkùm bo bɨ a nyàtə nnàà mɨtsə'ə a mbuu mbuù.
Ɨbetə a ŋkwi'i nɨ àtû:
Kàà mîŋkàŋ ǹyatə nda ghu a nɨ taafɛ̀rə yî ŋ̀wè.
Ŋwà'ànə ɨtu ɨnnù juà ghu, ŋ̀ghɨrə tâ bɔɔ bya swoŋə ayoo yìi mə a tswe nî ŋ̂kùu a mfə̃ŋ àtu annù yî fùùrə.
Mɨkòrə̀ mi nɨkwà, mɨkòrə̀ mi mba a, tɨ mɨkorə̀. Sàrə alɨləŋ ŋwa'anə a mfə̃ŋ àtu annù yìi mə a ku'unə aà. Lògə ɨtu ɨnnù jyâ tsɨmə̀. (Tsùu lì'ìnə̀ a mfà'a nɨ àtì.) Səŋ naà jìi mə ɨ tswe a mfə̃ŋ àtu annu yî fùùrə aà.

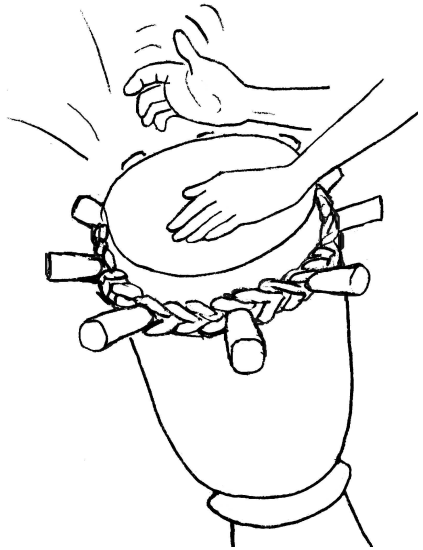
	M□kòrə̀ n□kwà	M□kòrə̀ mimbaà	T□ m□kòrə̀
1	majùgə□	maghoo	nô
2			
3			
4			

Betə ɨbetə Jyà.
1. Ǹnàà ɨ tswe ghu nɨ mɨkorə̀ mi nɨkwà aa ji səgə?
2. Ǹnàà ɨ tswe ghu nɨ mɨkòrə̀ mi mbaa aa ji səgə?
3. Ǹnàà ɨ tswe ghu tɨ mɨkòrə̀ aa ji səgə?
4. Ǹnàà ɨ tswe ghu tsɨm aa ji səgə?
5. Ǹnàà ɨ tswe ghu nɨ mɨkòrə̀ mi mbaa bo bɨ jî tî mɨkòrə̀ aa ji səgə?
6. Ǹnàà ɨ tswe ghu nɨ mɨkòrə̀ mi nɨkwà ǹtsyatə jî mɨkòrə̀ mi mbaa aa ji səgə?

Àa Tâŋgyɛ à ghuà.
Tâŋgyɛ à nɨ ŋ̀ùmbâŋnə̀.

Àa Sɨrə à ghuà.
Sɨrə à nɨ mûmâŋgyɛ̀.

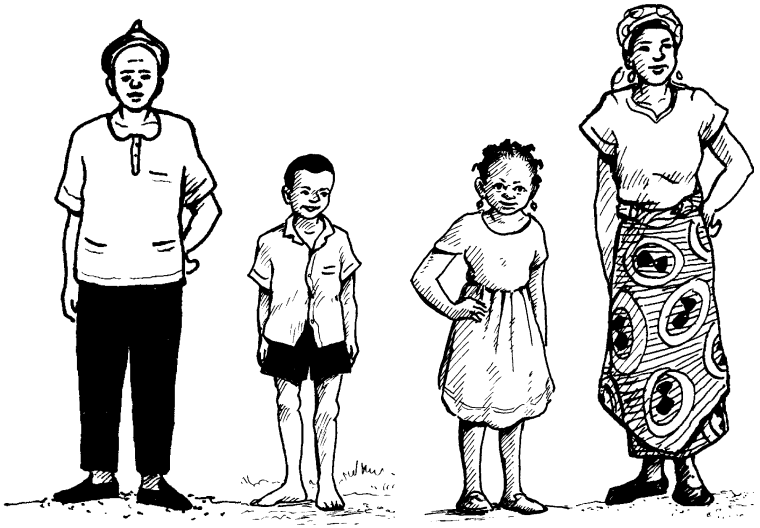
Ǹjì Ǹjoo jì Bù'ù



Nɨbà’à a bu’u ŋgɔ̀ɔ̀.

Àa Nɨbà’à à ghuà.
Nɨbà’à à nɨ mûmbâŋnə̀.

Bo bə aà ŋ̀gwɛ̀’ɛ̀



Nɨ̀bà’à a bu’u kwen.

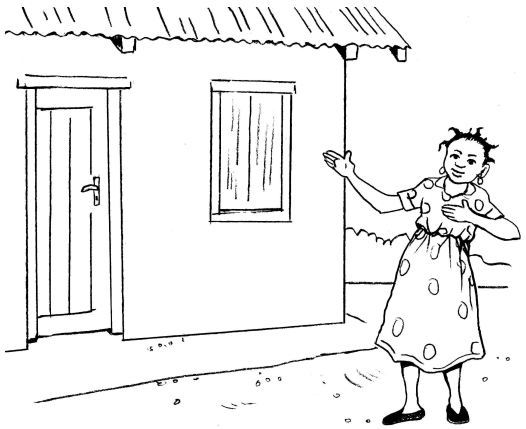
Nɨbà'à a bu'u ŋkàà.

Subject:
Citizenship (Civics)

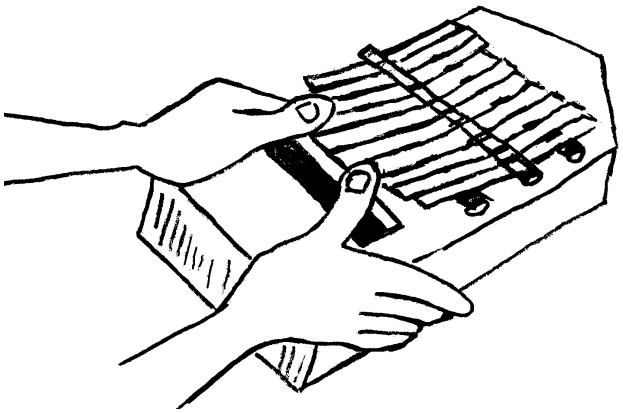
Ǹji'ì ànnù: Ǹgàŋəŋwà'ànə ka zi mɨkum mɨ ɨdɨgə ndâ.
Ɨbetə a ŋkwi'i nɨ àtû.

1. Wa nda aa a tswe wo?
2. O yə aa àkə wa nî ǹda ya a abɛɛ?
3. Ɨdɨgə jìi mə ɨ tswe a nî ǹda aa àa juu ɛ?
4. Ǹdâ yò ɨ kɨrə aa mə akə ɛ?

Mbə a tswê àkə wa mûm ǹda ɛ?



Mə tswe aa mùu ndâ.



Nɬbà'à a bu'u nɬloŋ nɬ aŋŋààntə̀.

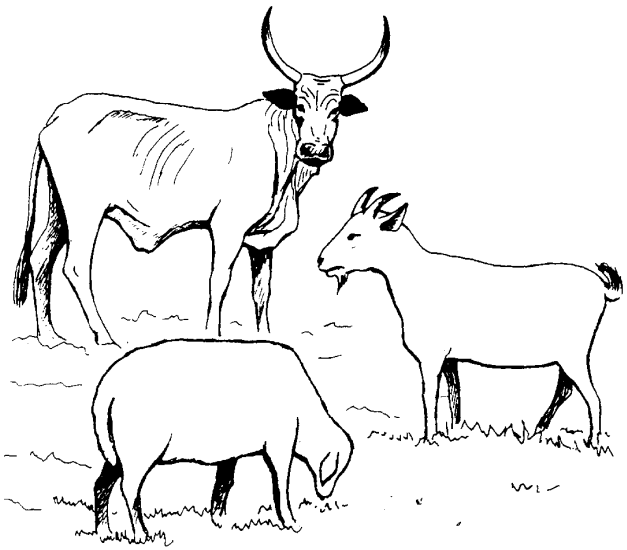
Science (Health Education)

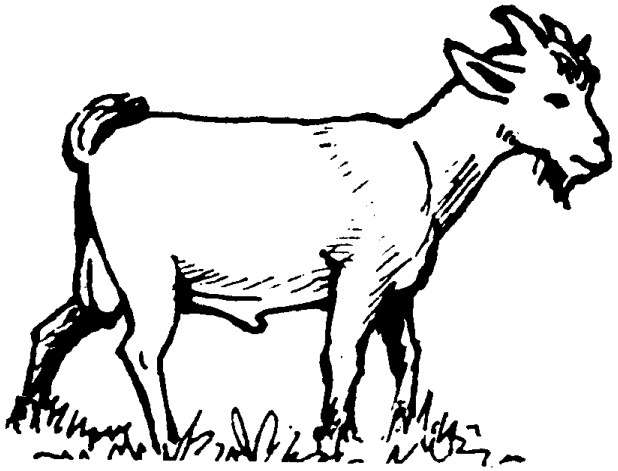
1. M̀buu njì jìi mə bɨ twoŋtə mɨkûm myaa wa mûm ǹjyàlà'à aa à nɨ juu?
2. Ǹjoo ɨkòò jî mɔ'ɔ jìi mə bɨ bu'u aa à nɨ juu?
3. M̀buu njoo jĭ mɔ'ɔ jìi mə ɨ fi'isə njì jî kəgə aa à nɨ juu? Jìi ɨ fi'isə njì jî fàŋkə aa a bə juu? Jìi mə ɨ tɔŋnə ŋghaa aa à nɨ juu? Jìi ɨ ghàà a bɔɔ̀ bɔɔ aa a bə juu?
4. M̀buu njoo jì mɔ'ɔ jìi mə ɨ fi'isə njì tsŏ majû aa à nɨ juu?
5. Ǹjoo ɨkòò jìi mə ò kɔ̀ŋə mbu'u aa à nɨ juu?
6. Tâ ŋù ǹtsɨ̀m tâ à ŋe'esə njì àyoo yìi mə ǹdɨ'ɨŋwà'ànə à ka twoŋtə ɨkûm yi aà.
7. A bɔŋ mə tâ atu ŋû â ka nyu'u ɨnnù aa a ya?
8. M̀bâ àtu ŋû a tsuu ɨnnù ɨ kɨ yu'u boŋ mbə bɨ ghɨrə aa mə akə tâ à ka ŋghaanə bo bì bə̀? M̀bə àkwotu a ghɨ̀rə aa mə akə tă kɨ khə̆ ŋgɨ'ɨ?

Àa bɨfə̀rə bɨ nda bɨ buà.

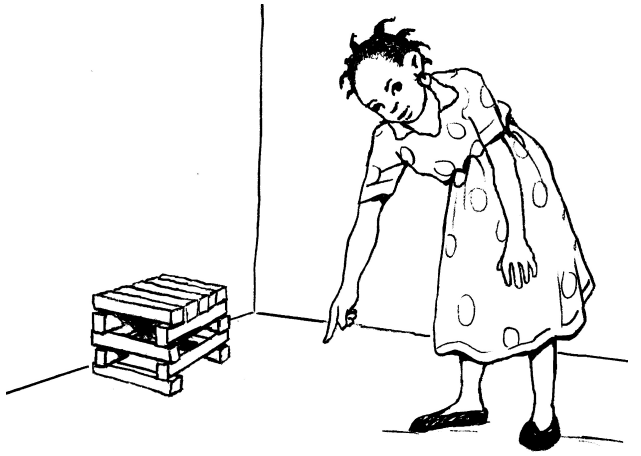
Àa ɨwùgənda ɨ juà.

Ǹyə̀’ə̂



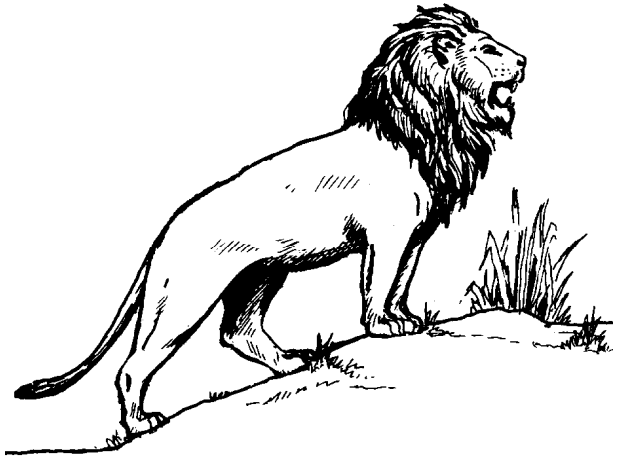


Ǹyə̀’ə tsi’ì tsǒ m̀bîndɔŋ̀ə̀.

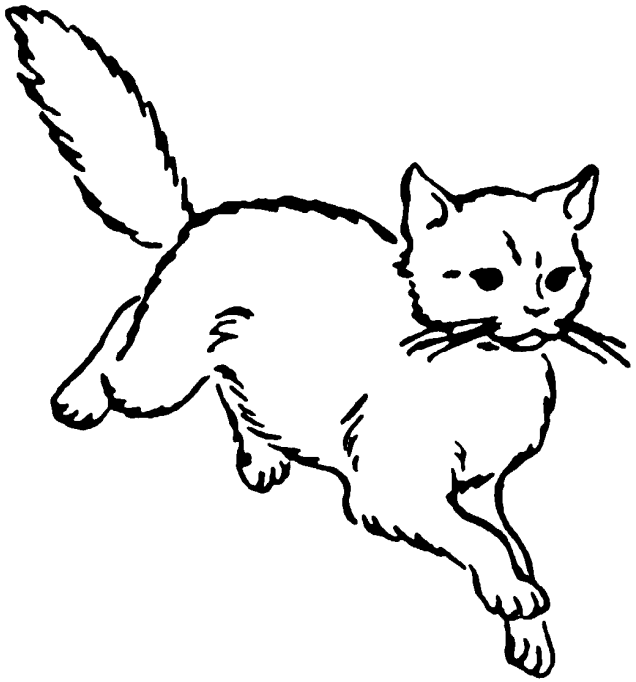


Àa mɨnəə mɨ nda mɨ̂ muà.

Àa àbà’a nda â yuà.

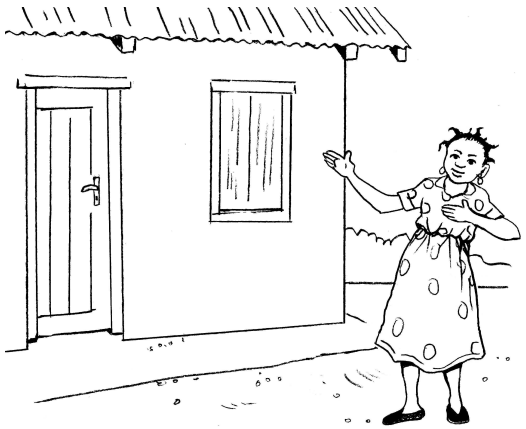


Ǹyə̀’ə tsì’ì tsŏ nààŋgwɛ̀.

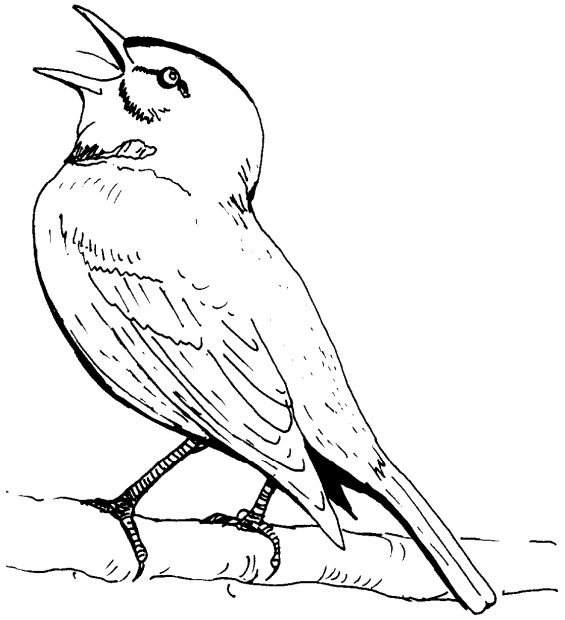


Ǹyə̀ə tsi’ì tsǒ bûsi.

Àa àtu nda ya â yuà.



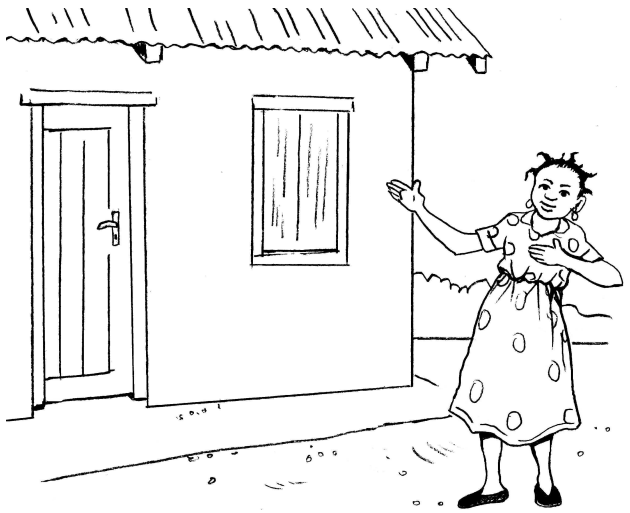
Àbɛ̀ɛ̀ a fu'u. ɨkûm gha
à nɨ Bè. Mə tswe aa
fàa ndâ.



Ǹyə̀'ə tsi'ì tsŏ sɨŋə.

Ǹyə̀ʼə tsiʼì tsǒ fɬnjɔ̀.

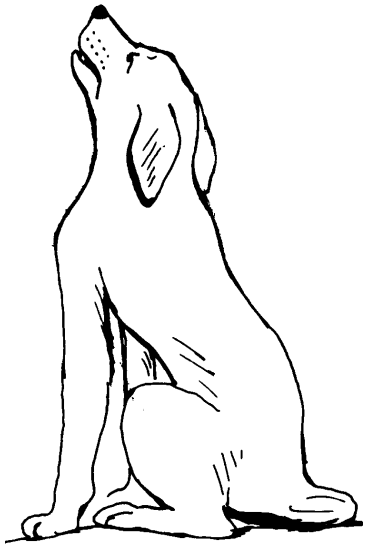
Mə tswe aa fàa ndâ



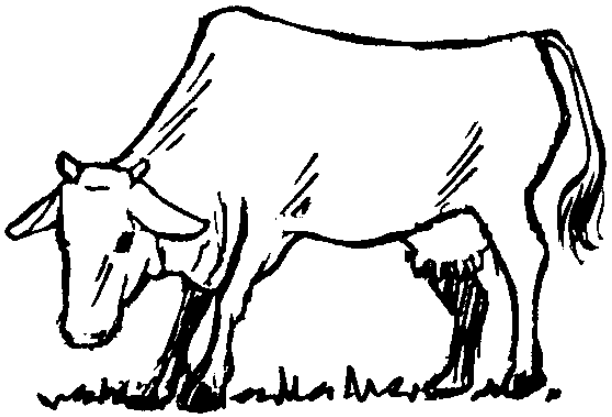
Subjects:
Citizenship (Moral Education)
Science (Environmental Education)

Ǹji'ì annù: Ŋgàŋə̂ŋwà'ànə̀ ka lìì ɨ fi'i mbuu njoo jìi mə ɨtì jî bè ɨ lɔ̀ɔ̀ a ŋkwe aà.
ɨbetə̀ a ŋkwi'i nɨ àtû.

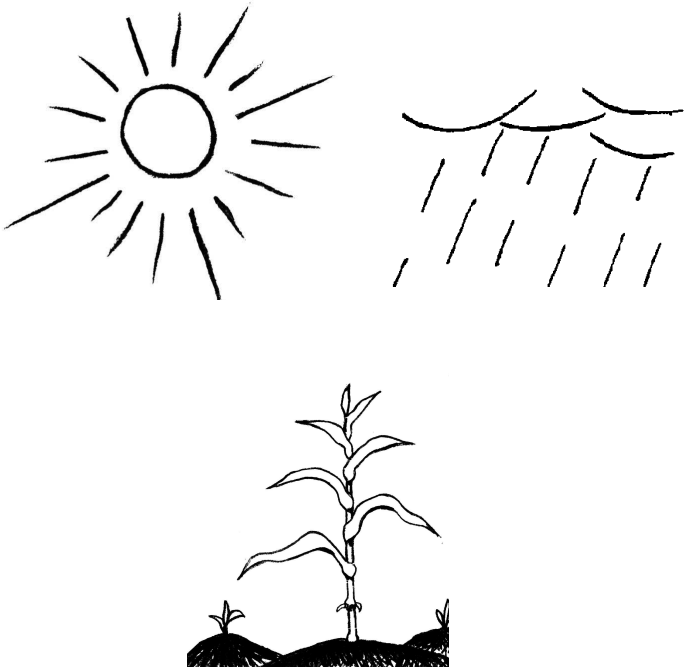
1. Ǹjoo ji tarə jìi mə ǹjoo jì bè ɨ lɔ̀ɔ̀ a ŋkwe ŋkɔ'ɔ aa àa juu aa ɛ?
2. M̀bə bɨsɨŋ bu mə akə nî ǹjàŋ mîntà mɨ ɨti ɛ?
3. M̀bə bì'inə̀ bu mə akə a ŋghɨrə mə tâ bɨsɨŋ tsuu njàŋ mîntà mɨ ɨti kɨ kurə ɛ?
4. M̀bâ ŋgɛ̀ɛ̀ ɨ bu mə akə nî ɨtì jya ɛ?
5. M̀bə bì'inə̀ bu mə akə ŋghɨrə ŋgɛ̀ɛ̀ twuu ɨzwǐ ɨti jya kɨ fumes ɛ?
6. M̀bâ ǹtaŋnə̀ bu mə akə nî ɨtì jya ɛ?
7. M̀bə bì'inə̀ bu mə akə a ŋghɨ̀rə mə tâ ǹtaŋnə̀ tsuu ɨti jya kɨ kurə ɛ?
8. Ò zi bɨmânjì bî mɔ'ɔ a ŋkwɛtə tâ ɨtì ka ŋkwe ɛ?



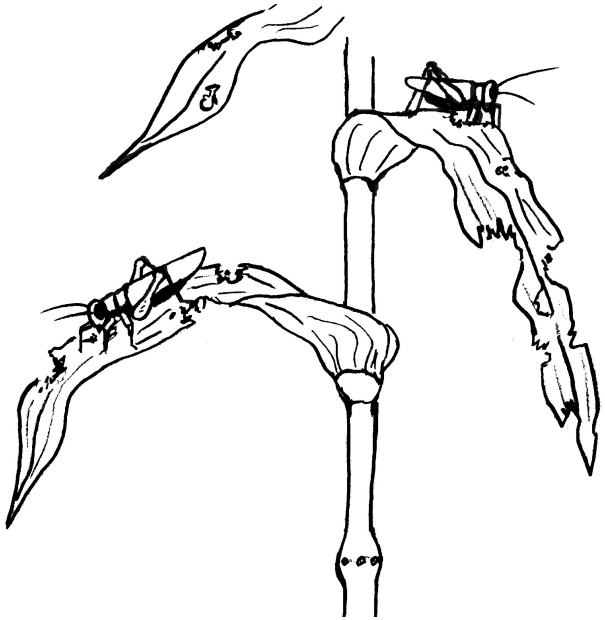
Ǹyə̀'ə tsi'ì tsŏ m̀bû.



Ǹyə̀ə tsi’ì tsǒ kaò.



Njoo jì bè ɨ lɔ̀ɔ̀ aà
àdɨgə nsyɛ yì sìgɨnə̀ nɨ
nɨnòò bô ŋ̀kì.



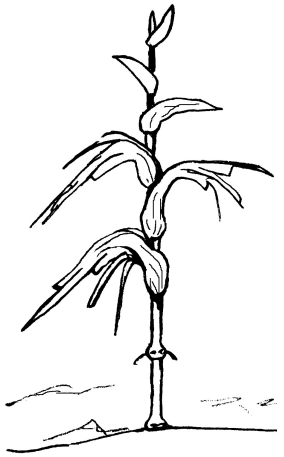
La kaa ɨjoo jì bè ɨ sɨ bântaŋə̀ lɔɔ.

Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

A nyəgə mìkùm mɨ nnaà jìi mə ɨ tswe a ndùgə̀ aà.
Ɨbetə̀ a ŋkwi'i nì àtû.

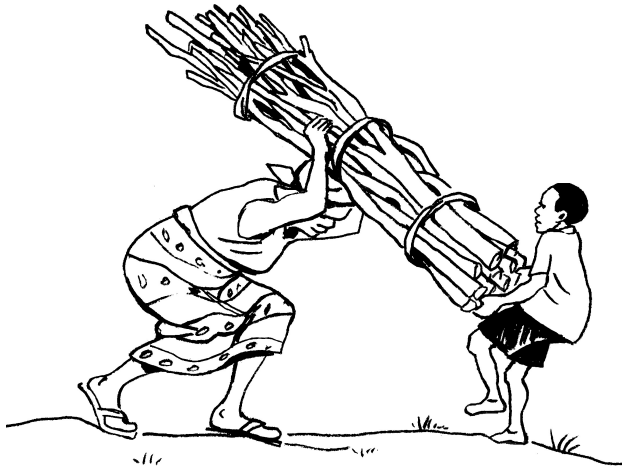
1. Ǹnàà jya wa mûm ǹjyàlà'à, à ghɨ̀rə bə aa juu?
2. Ǹnàà ɨ ghɨrə ntswe ghu aa ji səgə?
3. Kwensə à tswe ghu ajàŋ yìi mə bɔɔ bɨ nnaà bɨ yə̀'ə̀ aa bo bɨ bɨ̀taà byaa nɨ bɨ̀ndɛ̂ byaa? Dɨ'ɨ tâ bɨ̀ yə.
4. Kwensə a ajàŋ mə nàà ɨ yə̀'ə̀ bo bɨ àjàŋ yìi mə bə̀ bo ghàà aa àa ghuu?
Mbə ò fɨgɨ̀tə̀ ajàŋ yìi mə bɨ̀sɨŋ a mbuu mbuu, yə̀'ə̀ aa?

Ŋkwɛ̀tə aa mbə annù nɨdorə̀!



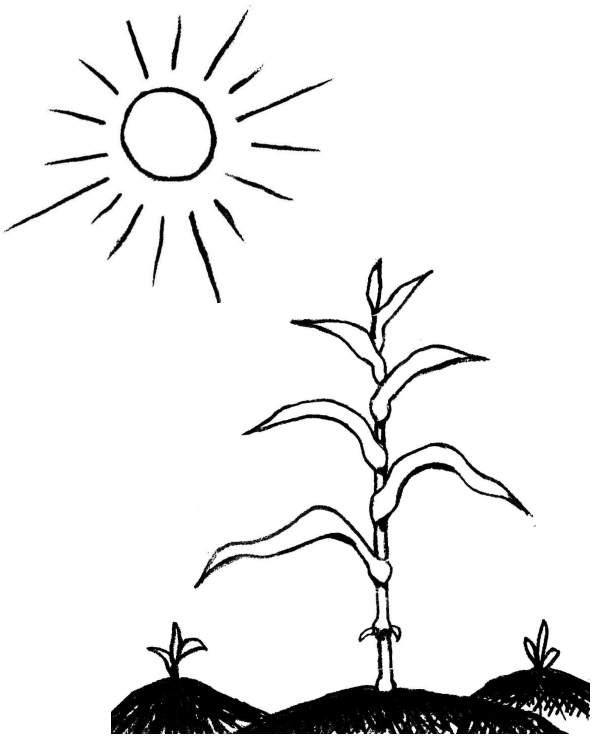
Ɨ̀tì jî bè ɨ lɔ̀ɔ̀ aà ŋkì.

La kaa ɨtì jî bè sɨ bɨ̂sɨŋ lɔɔ.



Mə̀ kwɛtə a ghô.

Ò kwɛtə a ghâ.

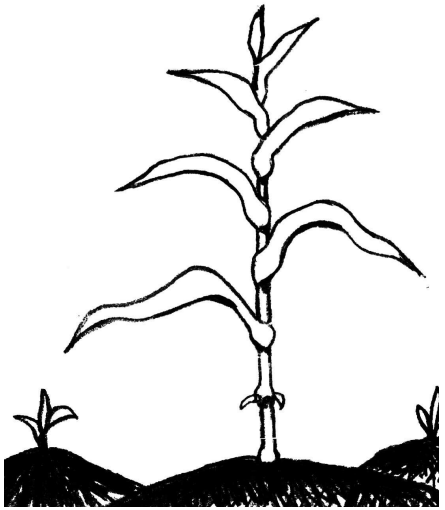


Ɨtì jî bè ɨ lɔ̀ɔ̀ aà.

La kaa ɨtì jî bè sɨ jgɛ̀ɛ̀ lɔɔ!

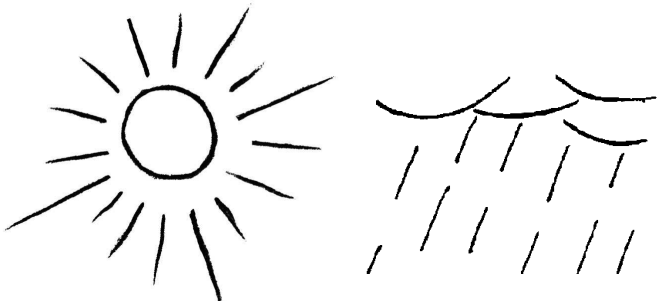
Bì’inə̌ kwɛtə yi’inə̀ bi’inə̀ nɨ bì’inə̀.

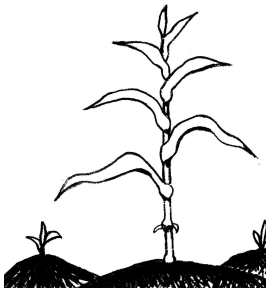
Ŋkwɛ̀tə à nɨ ànnù nɨdorə̀!



Ɨ̀tì jî bè ɨ lɔ̀ɔ̀ aa àdìgə
nsyɛ yì sɨgìnə̀.

Ǹjoo jìi mə ɨtì jî bè ɨ lɔ̀ɔ̀ aà





Ǹji'ì ànnù- Nɨ boonsə ŋka mfa'a abo yi mɔ'ɔ̀.

Tâ bì'inə̀ zi ajàŋ yìi mə mbə bì'inə̀ ka ndɨɨntə yi'inə̀ bi'ìnə̀ nɨ bì'inə̀ a ka ŋkɔ̀ŋnə bo bɨ a ŋka ŋghɨrə ɨnnù jî sɨgɨnə̀.
(BaHeber 10:24)

Ɨbetə̀ a ŋkwi'i nɨ àtû.

1. Ǹbɔ̀ɔ̀nsə mfà'a abo yi mɔ'ɔ à bə̀ aa àkə̀?
2. Bì'inə̀ kwɛtə ɨka'a jì'inə̀ aa mə akə?
3. Bì'inə̀ kwɛtə bɨtaà bì'inə̀ nɨ bɨ̀ndê bì'inə̀ aa mə akə?
4. Bì'inə̀ kwɛtə bɔɔ bɨ maà bì'inə̀ bi mbâŋnə̀ bo bì bâŋgyɛ̀ aa mə akə?
5. Bì'inə̀ kwɛtə ŋgwɛ̀'ɛ̂ ji'inə̀ aa mə akə?
6. Bì'inə̀ kwɛtə bɨdɨ̀'ɨ̀ bì'inə̀ aa mə aka?
7. Bì'inə̀ kwɛtə bâ bìi mə bɨ tswe a ɨdɨgə bì'inə̀ aa mə akə?
8. Ǹbə bì'inə̀ bû ŋkwɛtə aa wò aa ɛ?
9. Nɨ mɔ̀ɔ̀ntə mə à nî ànnù nɨdorə aa mə də lɛ.
10. Nɨ mɔ̀ɔ̀ntə mə à nî ànnù 58 yî wè a ŋkwɛtə bə̀ bì mɔ'ɔ aa a ya lɛ?
11. Bɨmânjì bî mɔ'ɔ bìi mɛ mɨkurə mì'inə̀ mɨ bɔ̀ɔ̀nsə̀ m̀fa'a nɨ abo mɔ'ɔ aa àa buu aa ɛ?
12. Ǹbâ àkə̀ a ghɨrə mâ m̀bə bì'inə̀ tsuu kɨ bɔ̀ɔ̀nsə fà'à abo mɔ'ɔ aa ɛ?

Bi səgə?

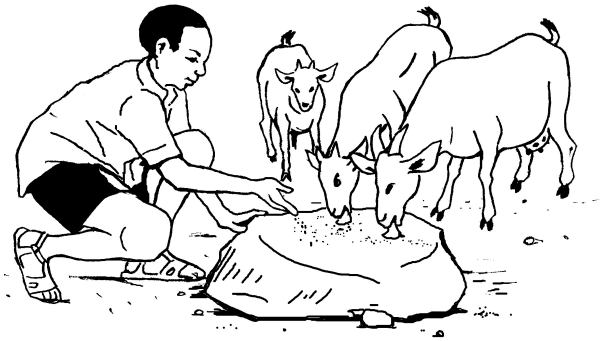
1 2 3 4 5 6

Subjects:
Science: (Environmental Education)
Citizenship (Moral Education)

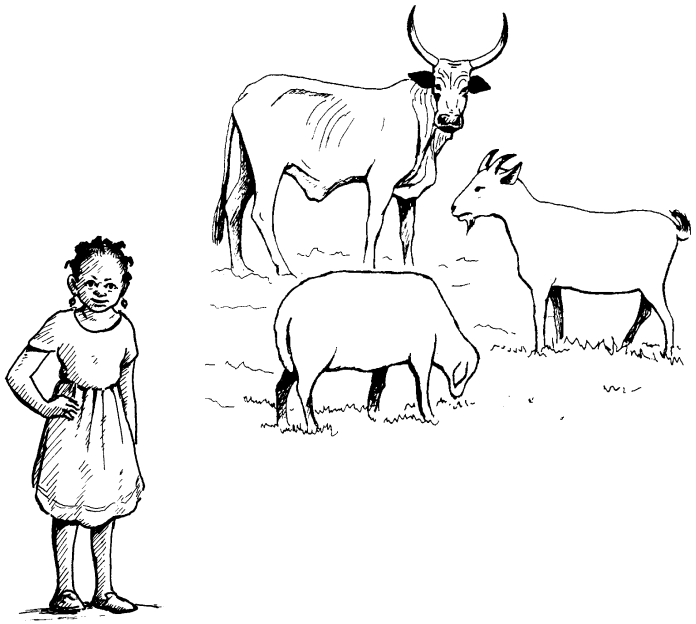
Ǹji'ì ànnù: A nyəgə mɨkùm mɨ naa ndùgə bo bɨ̀ àjàŋ yìi mə̂ m̀bə bɨ kâ ǹlentə nɨ̂ waa.
Ɨ̀nnù jî sɨgɨ̀nə, ŋkweŋkɔ'ɔ ntəə̀; m̀bɛ̂.

Ɨ̀betə a ŋkwi'i nɨ̀ àtû.

1. Bì'inə̀ lèntə̀ naà jya yî mɔ'ɔ̀ yî mɔ'ɔ aa mə akə?
2. Ɨ̀nnù jìi mə m̀bə bì'ìnə̀ wa'à wa nu nàà jya ka ŋghɨrə àa juu?
3. Ghàà tsi'ì tsŏ nàà yìi mə ǹdɨ̀'ɨ̀ ànnù à ka twi ɨkum yi aà.

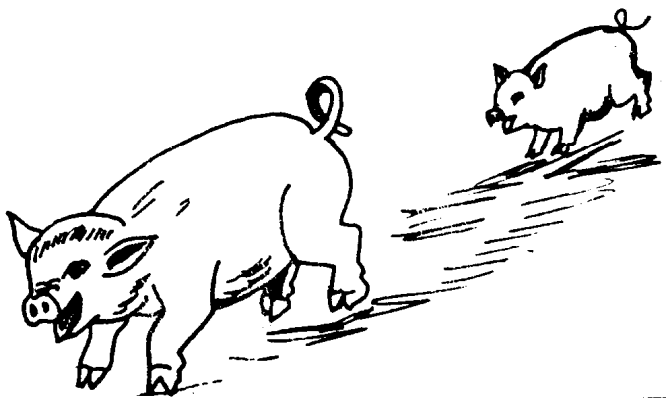


Bì’i lèntə naà ji’i.

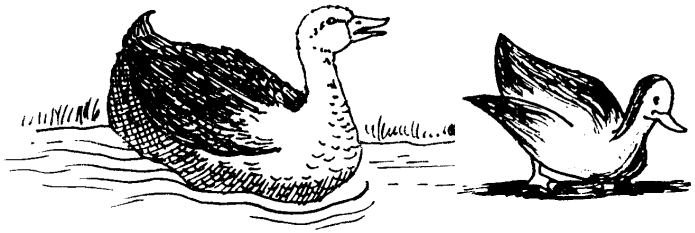


Ɨkûm gha à nɨ Bè.
Mə yə nnàà jî ghà’à
ŋgha’a.

Mə yə a kaò yî mɔ̀’ɔtə̂.

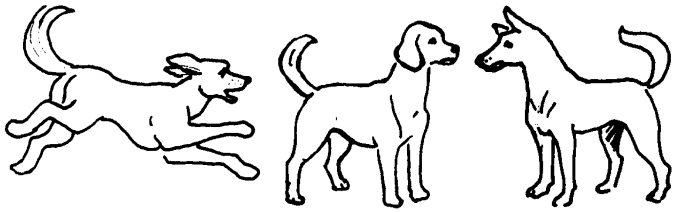


Bì’i bɛ bɬ̂kwiŋyàmə̀.

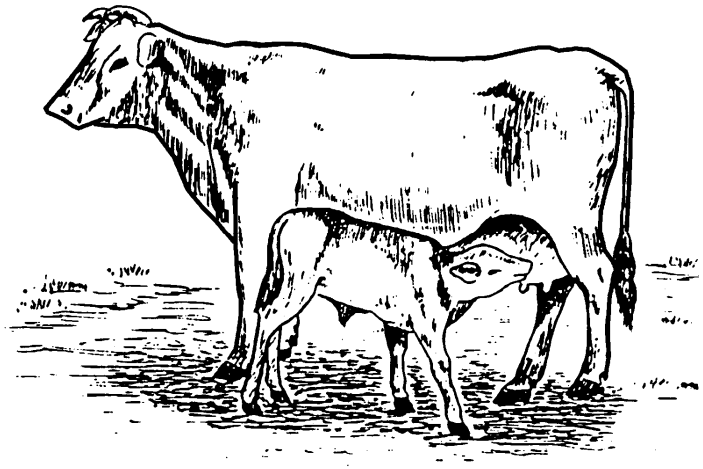


Bì’i bɛ bɨ̂fùrə̀fwua.

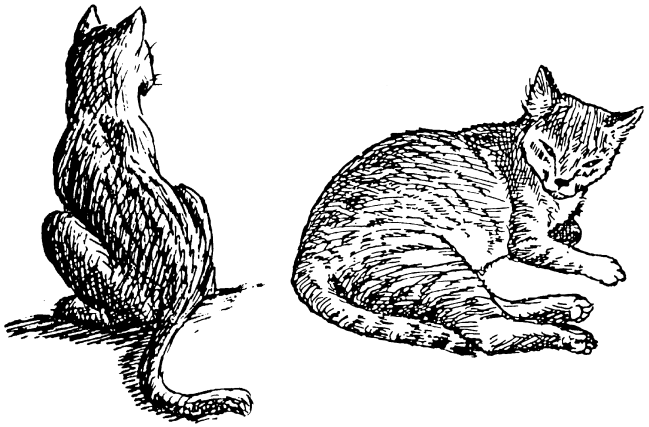
Mə̀ yə̂ m̀bi ji baà.



Mə yə̂ m̀bu ji tarə.

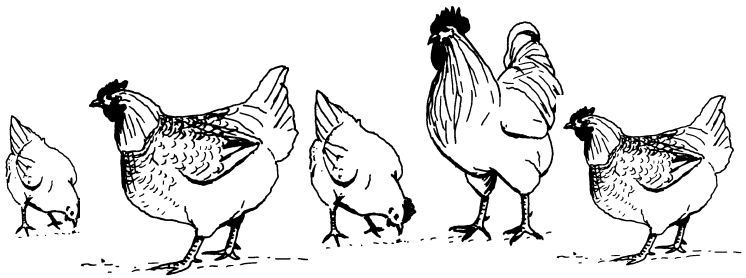


Bì’i bɛ bɨ̂ŋkɔ’ɔ̀njɨ̀mə.

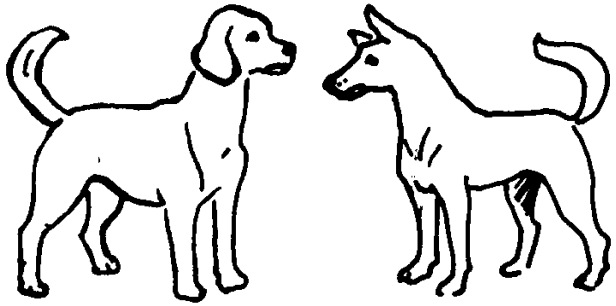


Bì’i bɛ bɬ̂bûsì.

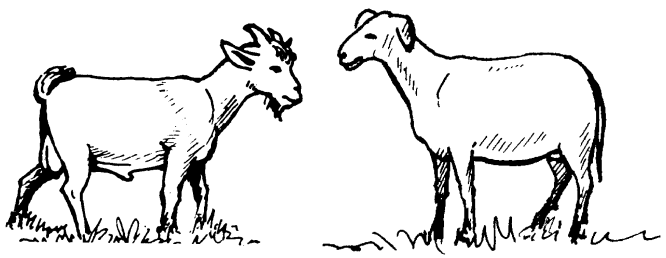
Mə̀ yə bɨ̀kwiŋyàm bi nɨkwà.



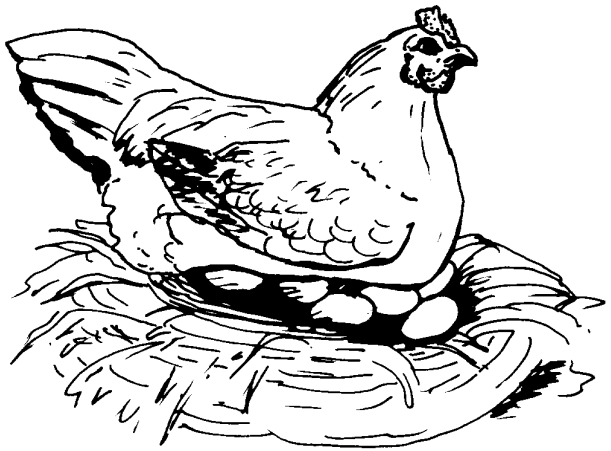
Mə yə ŋgu ji ntaà.



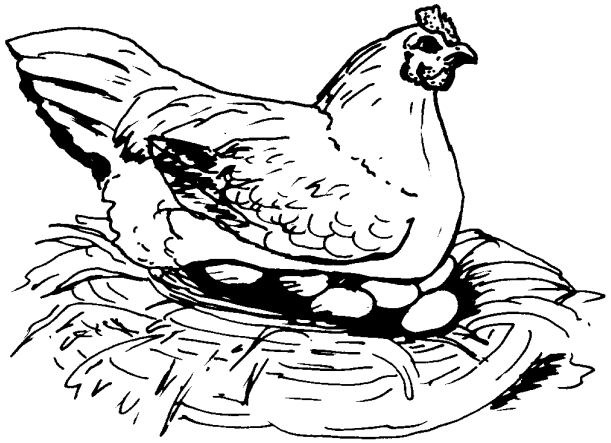
Bì’i bɛ mbû.



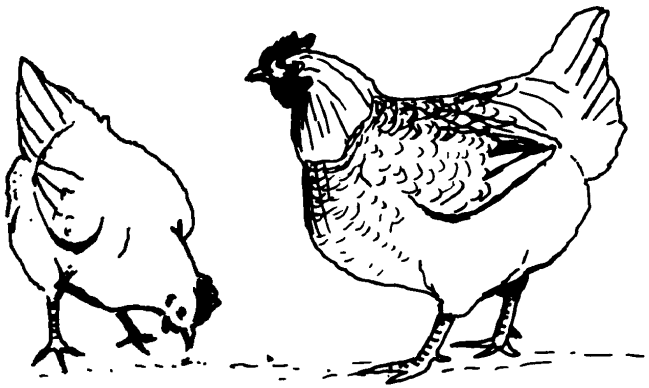
Bì’i bɛ mbî. Bì’i bɛ mbinjèrè.



Ò yə bɔɔ bɨ ŋgu bi səgə lɛ?
Kaa mə sɨ mûŋgu yi‘ tsù yə̂.



Kàa bɨ bùrɨtə̌ bɔɔ bɨ ŋgu bya kyɛ̀tə̀.



Bì’i lèntə ŋgû.

A ajàŋ mə bì'i lèntə nnaà ji'i aà

Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

Ǹji'ì ànnù: Ǹgàŋə̂ŋwà'ànə̀ ka yəgə ɨ zi kwensə ɨ kɨ̄ɨ zi a nsəŋ nàa ndùgə̀.

Ɨ̀betə̀ a ŋkwi'i nɨ̀ àtû.

1. Dì'ɨ̂ nɨ bìswɛ bɨ mbô bô ndùu mbu jìi mə à yə̀ aà.
2. Dì'ɨ̂ nɨ bìswɛ bɨ mbo bô ndùù bɨkwiŋyàm bìi mə à yə̀ aà.
3. Dì'ɨ̂ nɨ bìswɛ bɨ̀ mbo bô ndùu ŋgu jìi mə à yə̀ aà.
4. Dì'ɨ̂ nɨ bìswɛ bɨ mbo bô ndùù bîkaò bii mə à yə̀ aa.
5. Dì'ɨ̂ nɨ bìswɛ bɨ mbo bô ndùu bɔɔ bɨ ŋgy bìi mə à yə̀ aa.
6. Bɔɔ bɨ ŋgu ghɨrə ŋwa'à ghu tswê aa a ya?
7. Ò mɔ̀ɔ̀ntə mə bɔɔ bɨ ŋgu ka fɛ̀'ɛ̀ ghu bi səgə a noò yìi mə ɨ kyɛ̀tə aa ɛ?

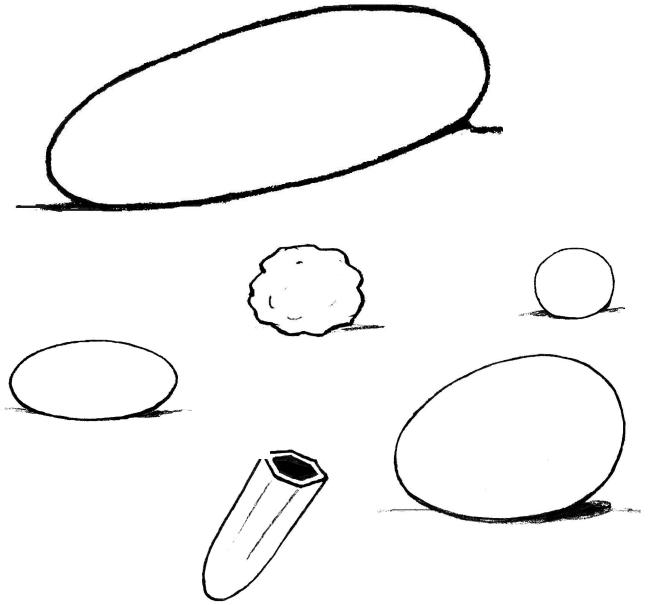
A tswê àkà ghu mumə?

Subject:
Science (Health Education)

Ǹji'ì ànnù:
Ǹgàŋəŋwà'ànə ka zi annù yìi mə ànnŭ njɨ à nɨ̂ ànnù yî wè aà.
Ɨbetə a ŋkwi'i nì àtû.

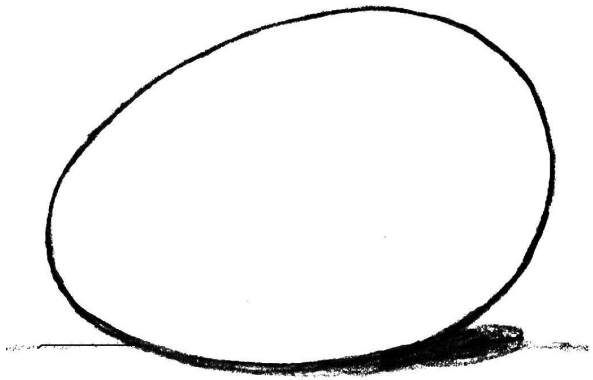
1. Ǹbɨ̀ɨ̀nû yò ɨ lɔ̀ɔ mɨjɨ aa a ya?
2. Ǹbə àkà a ghɨrə mə m̀bə ŋù a tsuu mɨjɨ mìi mə mɨ ku'unə aa jɨ?

Ŋù ǹtsɨm à tswe nɨ̀
ǹlɨ̀gɨ̀nə njɨ tă kɨ dorɨtə.



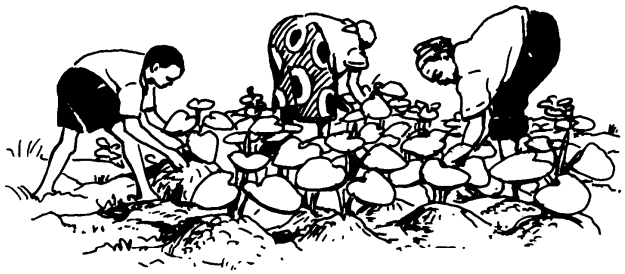
Ǹbə ò twi ɨ̀kùm nɨ̀bòò
nî fùùrə̀?

Àa nɨbòò nɨ nuà.



A tswê àkà ghu mumə?

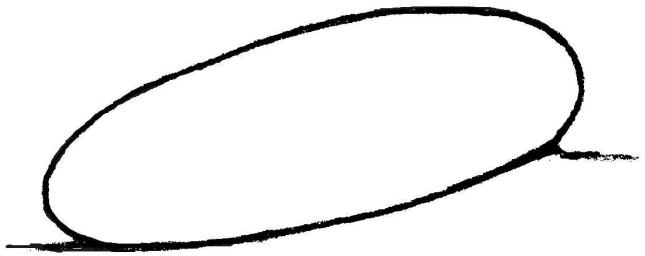
Ŋù ǹtsɨm à tswe nɨ ǹlɨgɨnə njɨ tă yəgô àŋwà'ànə.



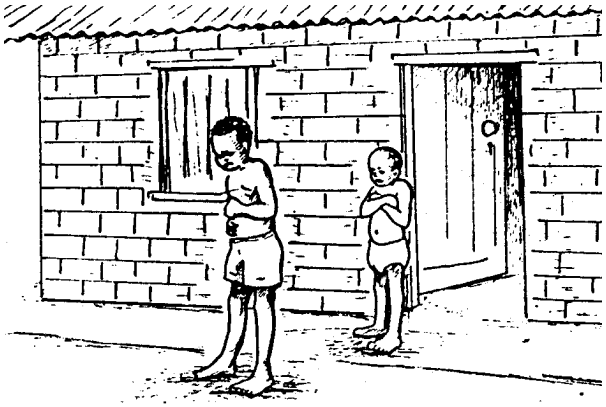
Ŋù ǹtsɨm à tswe nɨ̀ ǹlɨ̀gɨ̀nə njɨ tă fà'à.

Mûŋgûà tswe ghu mumə.

Àa nɨbòò nɨ nuà



A tswê àkà ghu mumə?

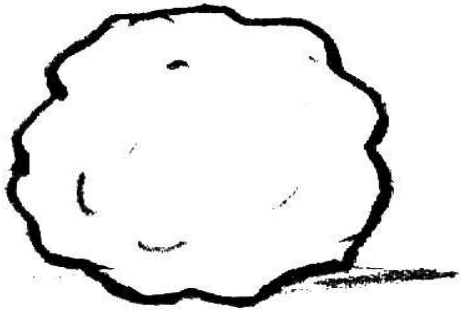


Ŋù ǹtsɨm à tswe nɨ ǹjɨ a tswe nɨ ǹtswêntɨ̀ɨ̀ yî ǹsɨgɨnə.

Ŋù ǹtsɨm à tswe nɨ̀ ǹjɨ tă kɨ kwe.

Nô ɨ̀ tswe ghu mumə.

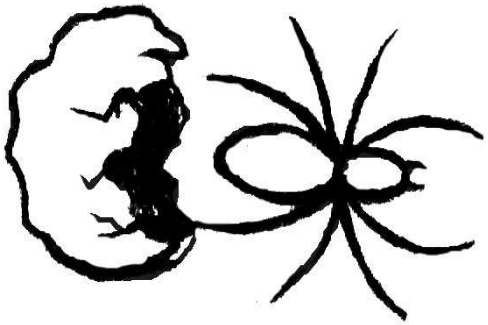
Àa nɨbòò nɨ nuà.



A tswê àkà ghu mumə?

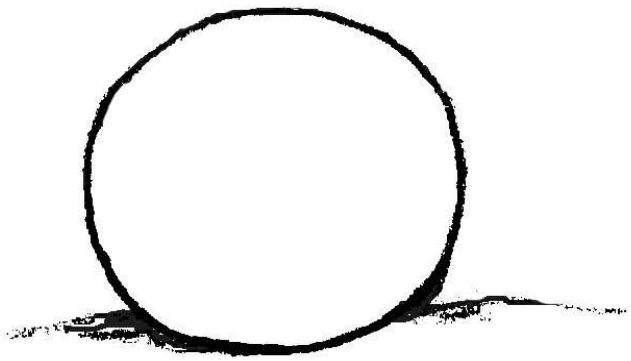
Ŋù ǹtsɨm à tswe nɨ ǹlɨ̀gɨnə njɨ̂.

Ŋù ǹtsɨm à tswe nɨ ǹlɨgɨnə njî



Ŋyààkûkû à tswe ghu mumə.

Nɨbòò nɨ nuà.

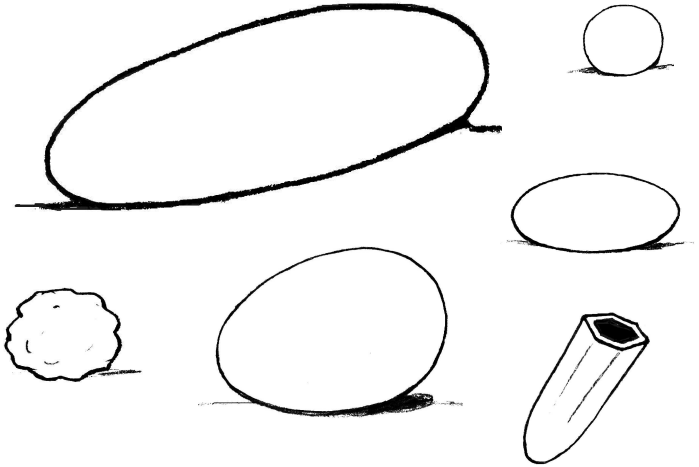


A tswê àkà ghuu mumə?

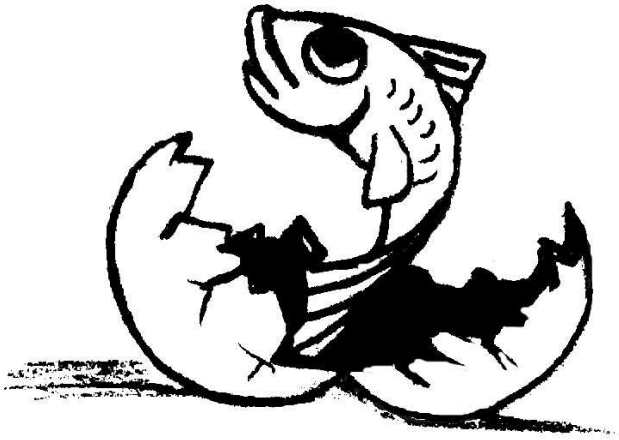
Subjects:
Science (Environmental Education)
Citizenship (Moral Education)

Ǹji'ì annù:
Ǹgàŋə̂ŋwà'ànə̀ ka yəgə ɨnnù ǹloŋ naà jìi mə jɨ kyètə bɔ̀ɔ̀ byaa.
Ɨbetə̀ a ŋkwi'i nɨ àtû.

1. kwensə̀ à tswe nɨ nɨbòò nî fùùrə̀ aa mə akə?
2. Nàà jìi mə ɨ tswe wa mûm ǹjyalà'à mə ɨ kyètə bɔ̀ɔ̀ byaa a nî m̀bòò aa juu?
3. Nɨbòò nɨ finə nì mɔ'ɔ aa mə akə?
4. Ŋyàà kûkû a ŋǐ mbòo mi aa fə?
5. Ǹgu ɨ ŋǐ mbòo mi aa fə?
6. Fɨbwɛ̀ fɨ ŋì mbòo mi aa fə?
7. Nàà jî mɔ'ɔ jìi mə jɨ kyètə bɔɔ byaa a nî m̀bòò aa juu?

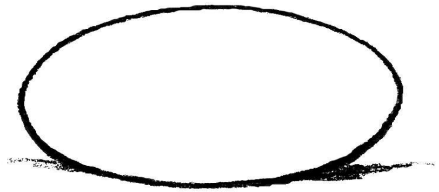


Ǹbə ò twi ɨkùm nɨbòò nî fùùrə̀?

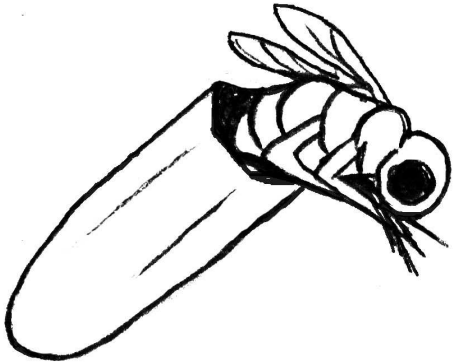


A tswe fɨbwɛ̀ ghu mumə.

Nɨbòò nɨ nuà.

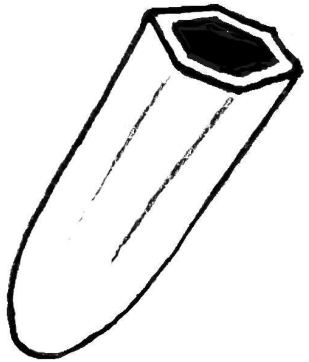


A tswê àkà ghu mumə?



Àntanà a tswe ghu mumə.

Àa nɨbòò nɨ nuà.



A tswê àkà ghuu mumə?

Majùgâ à tswe ghu mumə.